

Title III Program Evaluation Planning and Self-study Rubric: (This information is to be collected as part of [UT Admin code R277-716-3](#) and sent electronically to the Education Specialist – ELL. It will be updated as needed, along with the adopted Title III monitoring indicators, to prepare for the USOE visits as outlined in [R277-716-3-I](#))

Program Purpose: “To enable English language learners to succeed in English and in the academic content areas.” (Kathlene Leos, Assist. Deputy Secretary, OELA)

Program Information:

1. Describe the scientifically based ESL program(s) and activities used by the district/schools (R277-716-4B).		
Two-way immersion or two-way bilingual		The goal is to develop strong skills and proficiency in both languages. Instruction is in both languages. Programs will include students with an English background and one other language background.
Dual language		When called “dual language immersion”, usually means the same as two-way immersion. When called “dual language”, may refer to students from one language group developing literacy in two languages.
Developmental bilingual Late Exit transitional		The goal is to develop some skills and proficiency in L1 and strong skills and proficiency in L2. Instruction at the lower grades is in L1, gradually transitioning to English.
Transitional bilingual Early Exit		The goal is to develop English skills as quickly as possible, without delaying learning of academic core. Instruction begins in L1 but rapidly moves to English.
Heritage language or Indigenous language programs		The goal is literacy in two languages. Content is taught in both languages, with teachers fluent in both languages. The differences between the two programs: heritage language targets students who are non English speakers or have weak literacy skills in L1; indigenous language programs support endangered minority languages.
Sheltered English Instruction sometimes called Specially Designed Academic Instruction in English (SDAIE) the CA model or Content-based ESL		The goal is proficiency in English while learning content in an all English setting. Students from various linguistic and cultural backgrounds can be in the same class. Instruction is adapted to students’ proficiency levels and may be used with other programs.
Structured English immersion		The goal is fluency in English, with only LEP students in the class. All instruction is in English, adjusted to the proficiency level of students so subject matter is comprehensible. Teachers need receptive skill in students’ L1 and sheltered instructional techniques.
Pull-out ESL or ELD (English language development)		The goal is fluency in English. Students leave their mainstream classroom to spend part of the day receiving ESL instruction. There is typically no support for L1.
Other (such as Newcomer, describe)		

Adapted from: <http://www.ncela.gwu.edu/expert/glossary.html#top> - <http://www.wested.org/policy/pubs/fostering/models.htm>

Progress Information:

<p>2. Describe the progress made by ELL students in learning English and meeting academic standards (R277-716-4D).</p>
<p>3. Describe the progress made by ELL students in meeting State academic content and student achievement standards for each of the two years after they no longer receive ESL services. Describe the district/school monitoring process.</p>
<p>4. Describe the parent involvement activities conducted by the district/school. Address specifically in this description the process used by the district/school to notify parents of ELL students about: school required and optional activities; language acquisition program placement; and failure of the school to meet AMAOs. (R277-716-4-G)</p>

Professional Development Information:

5. Describe the professional development activities provided by the district/school for all teachers of ELL students.		
5a. Is this professional development designed:	YES	NO
Based on scientifically based research demonstrating the effectiveness in increasing English proficiency		
With sufficient intensity and duration to have a positive and lasting impact		
To improve instruction for ELL students		
To improve assessment of ELL students		
To enhance understanding of curricula use		
To enhance understanding of ELL assessment measures		
To enhance understanding of ELL instruction strategies		
To substantially increase subject matter knowledge		
To improve teacher knowledge of teaching to English language proficiency standards and to academic content standards?		
5b. How many educators were involved in these professional development activities?	# teacher participants	Total # participants
Professional development provided to content classroom teachers		
Professional development provided to classroom teachers		
Professional development provided to principals		
Professional development provided to administrators		
Professional development provided to other school personnel		
Professional development provided to community based organizational personnel		
Professional development provided to ESL teachers		

Technical Assistance Information:

6. Describe the level and type of technical assistance requested by the district/school from the USOE-ELL department ([R277-716-3J](#)).

6a. The State provided technical assistance in: (Check all activities that are included above as well as others if applicable)	Yes	No
Identifying and implementing English language instructional programs and curricula based on scientific research;		
Helping ELL students to meet academic content and student academic achievement standards expected of all students;		
Identifying or developing and implementing measures of English language proficiency;		
Developing improvement plans and other technical assistance to districts/schools failing to meet AMAOs for two or more consecutive years;		
Promoting parental and community participation in programs that serve ELLs.		

6b. Describe how these activities have resulted in increasing student achievement.

Data to be collected and reported (This is a checklist to be used as a reminder. The actual data will come from the data warehouse):

7. Has the following data been collected and reported?	YES	NO
Percentage of ELL making progress in attaining English proficiency		
Percentage of ELL transitioned into mainstream		
Percentage of ELL meeting the same State academic and student academic achievement standards as all other children		
Percentage of ELL not receiving waivers for reading-language arts assessments required under NCLB 1111(b)(3)(C)		
Total number of ELL		
Total number of immigrant students		
Total number of certified teachers in the district		
Total number of ESL endorsed teachers in the district (only to be used for reporting purposes)		
Other? (explain)		
7a. If you answered no to any of the above questions, please provide an explanation		